

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Whest Shirley

Official School Name: Vadalia Junior High School

School Mailing Address:
210 Gillespie Street
Vadalia, LA 71373-4264

County: Concordia State School Code Number*: 015009

Telephone: (318) 336-6227 Fax: (318) 336-6229

Web site/URL: www.concordiaschools.org E-mail: wshirley@cpsbla.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Loretta Blankenstein

District Name: Concordia Tel: (318) 336-4226

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Gary Parnham

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 6 | Elementary schools |
| 0 | Middle schools |
| 4 | Junior high schools |
| 3 | High schools |
| 1 | Other |
| 14 | TOTAL |

2. District Per Pupil Expenditure: 7231

Average State Per Pupil Expenditure: 4933

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	62	65	127
K			0	8	61	66	127
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	69	89	158				
TOTAL STUDENTS IN THE APPLYING SCHOOL							412

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
26 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 22 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	64
(3)	Total of all transferred students [sum of rows (1) and (2)].	91
(4)	Total number of students in the school as of October 1.	412
(5)	Total transferred students in row (3) divided by total students in row (4).	0.221
(6)	Amount in row (5) multiplied by 100.	22.087

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 259

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>40</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	93%	93%	93%	92%	94%
Daily teacher attendance	94%	94%	95%	94%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

A lower than desired student attendance rate is attributed to two hurricanes, several severe diabetics, and epidemics of flu, chicken pox, strep throat, and pneumonia. The medical absences are documented through the counselor per doctors excuses. The incimate weather days can be validated by the Concordia Parish School Board.

A large number of teacher absences can be attributed to the attendance of conventions, inservices, professional development and other school related activities during the work week. These can be documented by our absentee report sheets.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The mission of the Vidalia Junior High School family is to produce responsible, accountable, positive students in a safe setting. It is our goal to assist students in becoming well-rounded, positive, productive individuals. We strive to help our students develop into self-assured young people academically, emotionally, and socially. We realize that this goal can only be achieved by the cooperation of all stakeholders.

VJHS is located in Vidalia, Louisiana, a small rural community on the Mississippi River. The students come from varying backgrounds. Their parents are employed in a variety of occupations ranging from farming and logging to light industry, retail, and service employment. Sixty-three percent of our student body qualify for free or reduced lunches indicating that the majority of their parents' incomes fall within the lower socioeconomic bracket. The jobless rate for Concordia Parish is above six percent. Slightly more than half the student body is composed of children from "non-traditional" families while slightly less than half of them are considered "latchkey children." Our school enrollment is generally around the four hundred mark. Its ethnic composition consists of four groups: African-American (26%), Asian (1%), Caucasian (71%), Hispanic (17%), and Native American (1%). Seventeen students are classified as gifted and talented while 6.14% are classified as Special Population. Two homeless students are a part of our school family.

The school is fortunate to have an excellent public library with access to material from the state library in Baton Rouge. Museums, art galleries, antebellum homes, and drama at the Little Theater located across the Mississippi River in Natchez add cultural opportunities for our students.

The community supports the school in numerous ways. The curriculum is enhanced through various community fostered amenities: a local bank-sponsored Bank-at-School, public library special presentations, a school resource officer from the Vidalia Police Department, and jobs for Job-Shadowing sponsored by over thirty local businesses in the Miss-Lou area. The two newspapers frequently report the accomplishments of our students. When special needs arise, the community generously contributes. A tremendous sense of cooperation exists between the business world and our school.

VJHS is a Southern Association of Colleges and Schools (SACS) accredited school. We maintain high expectations for our students. The scores on the iLEAP and LEAP, the Louisiana assessment tests, seem to indicate that the school's teaching methods and curriculum are aligned with the testing instruments. Improvement in test scores in all three grades is indicative of the hard work and dedication of the students and the entire staff, comprised of twenty-six highly qualified teachers. Our only teacher without this classification holds a masters degree.

While academics are stressed, VJHS has a wide range of extracurricular activities. Clubs range from Wildlife to Arts and Drama, Beta to 4-H, and Fellowship of Christian Athletes (FCA) to Student Council, to mention only a few. Athletics plays an important role in our students' lives. The school sponsors football, boys and girls basketball, cheerleading, and softball.

Our students are sensitive to the needs of others. They are a very giving group of children. Through various clubs or projects, these children contributed \$6,500 to charities during the 2005-2006 school year. Last year, they contributed over \$4,000. This year, they have pledged to top that amount.

The present building, erected in 1959, originally opened as the Concordia Training School housing African-American students in grades one through twelve. It went through three dramatic changes before becoming Vidalia Junior High School in 1970 housing grades six through nine. In 1980, the ninth grade moved to the high school rendering the present school make-up. VJHS has a rich heritage. It has come through some

difficult times and has emerged stronger with each challenge. The stakeholders have been and remain committed to making this school the finest possible educational system available.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Louisiana mandates that students in grades six, seven, and eight participate in the statewide assessment system. This system involves two different forms of testing: criterion-referenced testing at grade eight and a combination of norm-referenced testing and criterion-referenced testing at grades six and seven. The Louisiana Educational Assessment Program (LEAP) is administered to students at grade eight and is a high-stakes test for promotion to grade nine. Students in grades six and seven complete the Integrated Louisiana Educational Assessment Program (iLEAP), which has a combination of criterion-referenced and norm-referenced items. Both the LEAP and iLEAP yield results categorized into five different achievement levels: Advanced (superior performance), Mastery (competency), Basic (fundamental knowledge), Approaching Basic (partial knowledge), and Unsatisfactory (lacking fundamental knowledge). The Basic achievement level and above (including Mastery and Advanced levels) are used in calculating whether or not students have reached proficiency. Additional information regarding Louisiana's Assessment System may be found at <http://www.doe.state.la.us/lde/saa/2273.html>.

Grade 8 Trend Data

Student performance in English Language Arts at the eighth grade level has demonstrated consistent improvement from 2004 to 2008, with a slight decrease between 2007 and 2008. Approximately 54% of the students reached proficiency in 2004 while 67% reached the goal in 2008. Although the percent of students reaching proficiency slightly declined from 2007 (71% to 67%), a more detailed review of the results indicates that the percent of students scoring in the Advanced/Mastery achievement levels increased from 9% to 20% while the percent of students scoring at the lowest level declined from 9% to 5%. The same pattern is also reflected in the results of the economically disadvantaged subgroup. Grade eight math results demonstrated more fluctuation but ultimately showed a growth from 58% reaching proficiency in 2004 to 65% scoring Basic and above in 2008.

Grade 7 Trend Data

Student performance at grade seven has demonstrated even greater gains in the percent of students reaching proficiency on the statewide assessment. The iLEAP was first administered during the 2005-2006 school year. Student performance during that first year of testing was considered average with 59% of the students reaching proficiency in ELA and slightly fewer (54%) reaching Basic or above in math. However, those percentages have improved with each year. The 2008 proficiency levels for grade 7 were 84% in ELA and 75% in math. The proficiency levels for both the economically disadvantaged and African-American students have increased also (2006 compared to 2008).

Grade 6 Trend Data

The first sixth grade iLEAP results showed higher levels of proficiency (71% in ELA and 63% in math) than at the other two grade levels. The second administration of iLEAP in 2007 yielded even higher percentages (75% in ELA and 78% in math). However, the ELA proficiency level slightly decreased in 2008 to 70% while the math proficiency level declined to 66%. Subgroup performances reflected the same variation in scores with the exception of the economically disadvantaged in math. Their proficiency level increased from 58% in 2006 to 62% in 2008.

There are a variety of factors which may influence student performance during any given year. Some of these include student maturity, previous education, teacher expertise, outside events, instructional leadership, curriculum, quality of instructional time, etc. The goal of any school is to increase levels of proficiency each

year. That continues to be the objective of Vidalia Junior High.

2. Using Assessment Results:

The importance of the use of assessment data cannot be overstated. A clear understanding of the data leads to curriculum development and the enhancement of student achievement. The use of this vital information is the driving force behind school and individual student performance.

VJHS utilizes the expertise of our Supervisor of Academic Affairs to gain a definitive understanding of our students' assessment profile. Through his guidance, we are able to decipher the data, modify the curriculum, and monitor our progress. Our principal analyzes the data in order to plan for each new school year. Using this material, he determines which students will need enrichment services. The strengths and weaknesses of the staff and students are highlighted. He further refers to this data in deciding which courses are feasible.

The teachers at VJHS are encouraged to examine assessment data thoroughly. This tool is used to pinpoint student strengths and weaknesses. This material indicates and dictates skills that need to be reinforced. The data creates a blueprint for individual differences enabling a teacher to better meet the varying needs of the students.

VJHS has a full-time certified counselor who interprets this data for parents and students. Understanding this information helps the parents know how their children are progressing and how they rank with other students at their level in the district and the state.

When planning for the use of Title I allotments, assessment data reveals the areas of concern. Tutoring sessions and workshops are built around student needs as delineated by assessment results. This data targets weaknesses that must receive reinforcement.

3. Communicating Assessment Results:

Vidalia Junior High School uses a variety of methods to communicate student performance and assessment data. Parents, students, and the community are kept abreast of the successes and weaknesses of our students almost daily. A thorough understanding by all parties is essential to a school's success.

Parents are encouraged to stay attuned to their children's performance through regularly scheduled "parent nights" at the school. Our faculty initiates parent-teacher conference held in conference periods during the school day. Every third week, parents are informed about performance either by report cards or progress reports sent to every student at VJHS regardless of academic status. It is our practice to communicate with the parents by letter, phone call, or email when it is deemed appropriate. A web site is maintained and updated weekly to keep parents informed. A copy of the "School Report Card" from the Louisiana Department of Education and a VJHS Handbook are sent home with each student.

Our community is a small rural area with a close-knit atmosphere. The two local newspapers, one daily and one weekly, cooperate with the school in publishing pertinent information. Each paper prints the results of state testing annually. Our school administrators inform the publishers of all other newsworthy material, and they, in turn, pass this information on to the public.

The most important elements, of course, are the students. The teachers constantly monitor their performance level. This information is passed on to the students through the obvious means of report cards and progress

reports. More importantly, the students receive individual assistance in deciphering assessment data and daily progress.

A clear understanding of assessment data and student performance by all individuals is mandatory for the success of a child. Since this success is the ultimate goal of VJHS, we place great emphasis on open-communication. We feel that through the comprehension of vital data by all factors, parents, students, and the community, our school will flourish.

4. Sharing Success:

Vidalia Junior High shares its successes with other schools in a variety of ways. We realize others have attributed to our success, and we want to pass this on to other educators.

Through the Concordia Parish Principals Organization, our principal regularly shares activities, events, and special offerings that have proven successful at VJHS. This avenue for give-and-take of ideas affords the principals the chance to improve performance and morale at their schools.

At quarterly meetings of the Academic Board and monthly meetings with parish administrators and supervisors, our principal shares strategies with other Concordia Parish principals. Specifically, he has shared our success with mock testing, after-school tutoring, test-preparatory workshops, and on-line testing using Louisiana PASS. He has encouraged other principals in our district to implement these successful elements into their school programs.

The principal collaborates with other principals in northeast Louisiana by taking part in LA.LEADTech, an on-line offering through Louisiana Tech. This enables him to give and receive ideas and strategies that will help our school and others in our district.

VJHS collaborated with two other local schools in providing “Modern Red School House.” This staff development was sponsored by our school but afforded numerous other teachers the opportunity to develop new techniques that impacted their schools in the area of differentiation.

Teachers at VJHS are always willing to share ideas and materials with other teachers. Our teachers frequently assist other teachers in our district in locating supplemental materials. There is always a willingness to share techniques and strategies.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The term “curriculum,” like so many words in the English language, is used in a variety of ways. Even among educators, its definition is often different from person to person. We define “curriculum” at Vidalia Jr. High School in a broad manner and our working definition of curriculum is “a plan for the education of our students.” We use this term in conjunction with our school’s mission statement which states, “the mission of the VJH family is to produce responsible, accountable, positive students in a safe setting” to make decisions regarding instructional and co-curricular activities for our students. TheodoreSizer commented, “A good school asks much of its students all the time, makes them do the work if they can, gets them into the habit of taking responsibility for their lives. In so doing it expresses respect for them, a respect that elicits responsibility.” We have taken this statement as a central theme of our school’s mission and we strive to do that by having a curriculum that offers a wide range of course offerings to our students ranging from Art to Spanish to Band and Choir to Remedial Math and Reading to Algebra I. Our band and choir classes work in conjunction with those at Vidalia High School to participate in live performances at various concerts, musical contests, and sporting events. Our very young Spanish program, though small because of our sharing of the teacher with Vidalia Upper Elementary, is growing and has a nice sized 6th grade group of students which will be used to build the program’s future. We expand our curriculum even more by offering a wide range of co-curricular activities for students to participate in such as Arts and Drama Club, 4-H, Science Club, Student Council, Beta, and so on. These activities, combined with our athletic programs in football, basketball, and softball, strive to assist our students in becoming well-rounded students and responsible members of our school family.

The academic curriculum at Vidalia Jr. High School(VJHS) is constructed from the Louisiana Comprehensive Curriculum, which is based on the Louisiana content standards, commonly known as the Grade Level Expectations or GLEs. It is organized into coherent time-bound units with sample activities and classroom assessments to guide teaching and learning in each of the core subject areas. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of the ILEAP and LEAP state-wide assessments.

VJHS has taken the activities suggested by the Louisiana Comprehensive Curriculum and combined them with various activities suggested by the teaching staff and textbooks to comprise our curriculum. Our lesson plans are designed to introduce students to two or more activities in each unit, to provide background information and follow-up, and to prepare students for success in mastering the GLEs associated with the activities. The assessment guides for each subject area are reviewed to ensure that the activities align with the items assessed on the ILEAP and LEAP. Our goal is to have every learning activity address an item that will be assessed on the ILEAP or LEAP.

VJHS lesson plans have the flexibility to address the individual needs of students and include processes for re-teaching concepts or skills for students who need additional instruction. Concerns for the various learning styles is evident in the diverse activities planned for in our teacher lesson plans and appropriate accommodations are made for students with disabilities. Our teachers understand that they must utilize many different teaching strategies in order to effectively reach every child, and they strive to bring that concept into our curriculum.

It is vital to our success that our teachers know and understand how their students will be assessed, and then for them to teach to that standard. Our curriculum and teaching strategies must match the method in which the state will assess the effectiveness of our school; therefore, we have taken steps to ensure that our curriculum

does that and believe our continued growth demonstrates that we are doing the correct things to positively impact student achievement.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The English language curriculum at Vidalia Junior High is divided into reading instruction and language arts instruction. Two different instructors per grade level teach the various components of each division in separate periods daily. Each level follows the same format covering all required GLEs. The Louisiana Comprehensive Curriculum is strictly adhered to.

Language arts in all three grade levels concentrates on the grammatical elements of the English language. Basic concepts, spelling, research, and organizational skills are emphasized. A priority is paragraph writing developing into multi-paragraph essays.

In the area of reading, comprehension is the major focus. Recognition of the various genres, story elements, types of conflicts, plot development, and character motivations are taught. The connection between literature and the real world is also stressed.

The English curriculum is reinforced for students reading below grade level by an enrichment class. This class offers through LANGUAGE! An extra hour of English instruction taught by a certified instructor. The elementary concepts are covered and small-group attention is given to better meet the needs of this segment of our school demonstrating tendencies of dyslexia or other restricting elements.

The Special Population Department serves its students in two ways, special classes and inclusion. Most students receive regular instruction in ELA while being supplemented with additional help by the Special Pop teachers. A small number of students are taught within the confines of the Special Pop classroom. Modifications for low achievers and below level readers are made in cooperation with the regular education teachers.

Every Thursday afternoon, free tutoring sessions are offered in the area of English/Language Arts. Emphasis is given to better understanding the basics of reading, grammar, and composition. Two certified teachers are available to assist all students, both regular and special, for one hour after school.

Four highly qualified, certified instructors who believe that a strong English program is pertinent to a child's performance in all areas oversee the English curriculum at each grade level. The students are taught at various levels to assure maximum success.

3. Additional Curriculum Area:

Our approach to social studies is directly aligned with our school's mission of producing responsible, accountable, and positive students. Some would argue that no other subject is better suited to instill these lofty characteristics in our students. As students explore, examine, and evaluate the challenges, choices, and

conflicts of past generations, they invariably are cultivating the life-enriching attributes that our institution has deemed essential.

The opportunity to develop responsibility in students is a natural by-product of the activities, strategies, and objectives of social studies. The opportunity to produce personal responsibility is heightened when the strategies used in teaching social studies is tailored to personally involve students in the decision-making moments that are replete in our nation's formation. For example, the examination of American history is awash with situations that compel our student population to grapple with the options and alternatives that past generations faced; consequently, it prompts students to make appraisals and evaluations that, directly and indirectly, are producing thought patterns that lead to an inculcation of personal responsibility.

Our goal of producing students who possess personal accountability is further enhanced by a reflection of the consequences that accompany the actions of individuals who are featured in our study of American history and other branches of social studies. As we invite students to assess the consequences of previous choices and the results of these decisions, we are equipping students with the decision-making abilities that ultimately lead to personal accountability.

Furthermore, our social studies methodology naturally produces within our students the development of self-reflective tendencies. As instructors strategize the placement of our students into the situations faced by by-gone generations, our pupils are developing the ability to think logically about the world and their choices. We believe the natural result of our efforts produces not only responsible and accountable students but positive individuals as well.

4. Instructional Methods:

Vidalia Junior High has a minimal number of students requiring enhanced learning situations. Our school is comprised of African-American (26%), Asian (1%), Caucasian (71%), Hispanic (1%), and Native American (1%). Of these subgroups, only one student is classified "Limited English Proficiency."

The LEP student, an Hispanic, is afforded a tutor twice weekly. He has the opportunity to consult with the Spanish teacher on an as-needed basis. Testing is modified, as are assignments.

Concordia Parish School Board provides a highly qualified, certified instructor for our seventeen gifted and talented students. In addition, a part-time instructor trains the students who have been labeled "musically gifted."

On the other end of the spectrum, our Special Population group, making up 6.14% of our total enrollment, is carefully monitored by the local school and on the parish level. Two certified teachers and four paraprofessionals meet the needs of this segment. The majority of these students go into the regular education classes; however, either a teacher or a paraprofessional accompanies them. Modifications are made and extended time given. Testing is generally done orally in the Special Population classroom.

Our faculty has been in-serviced in meeting the needs of all students. "Modern Red School House" addressed strategies and techniques used to detect special needs. This valuable workshop provided many activities to address these needs. Numerous of these procedures are implemented in our classes.

Students who exhibit weaknesses in math and ELA are enrolled in special enrichment classes. Individual needs are met in these classes with detailed emphasis placed on basic skills necessary for the success of the child. Certified teachers plan and administer personal instruction.

Afternoon tutoring sessions are offered in the four major disciplines at no charge to the students. This allows all students, regardless of sub-grouping, to receive assistance in areas of concern. Saturday workshops and after-school test preparation sessions afford valuable instruction to all interested students. Certified teachers plan and carry out these free offerings.

According to our most recent Louisiana School Report Card, VJHS students scored considerably higher than the state average on the ELA portion of LEAP and ILEAP. They scored slightly above state average on the mathematics section. From analyzing these state assessment scores, we believe we are meeting the diverse needs of our students.

5. Professional Development:

Professional development at VJHS is geared toward improving the classroom teacher. The ultimate goal is to give the teacher the tools necessary to enhance student achievement. Our school realizes that ALL teachers can improve their instructional techniques. For that reason, VJHS constantly strives to offer valuable developmental programs to enhance all teaching styles.

For the last two years, our school has participated in book studies. What Great Teachers Do Differently and Seven Simple Secrets, books written by Todd Whitaker, contain a wealth of knowledge addressed at making teacher more effective with all types of students. The information garnered from these books has given fresh ideas and new purpose to our faculty. This enthusiasm has been filtered down to the students.

Due to concern for our Special Population students, an expert in the field of inclusion was brought to the school. She enlightened the faculty as to the responsibilities of the regular education teacher serving “inclusion” students. The faculty now knows how to better serve this group of students.

Several years ago, the faculty participated in the “Modern Red School House.” Differentiation, hands-on activities, and a multitude of other useful techniques were given. Classroom instruction was greatly improved as a result of this professional development.

VJHS teachers are frequently in-serviced in various technological areas. Workshops on United Streaming, COW (Computers on Wheels), power point development, and the use of flip-it have proven invaluable in classroom presentations enhancing student learning.

With the adoption of new textbooks come a myriad of new resources, technical reinforcements, and other supplements. The textbook companies have provided support in the use of these materials through workshops that further develop the usability of the book and its components.

Through a variety of offerings, this faculty has had the opportunity to strengthen techniques and develop new skills to better serve the students. It is the philosophy of our school that more knowledgeable and efficient teachers will produce higher quality students.

6. School Leadership:

The leadership structure of Vidalia Junior High School is made up of the principal, assistant principal, counselor, and the administrative trainee. The key player on this team is our principal. The principal sets the tone and the mood at VJHS. He sets high expectations for his faculty, students, and himself.

This team of leaders ensures that we have the proper staff development each year to keep up with the comprehensive curriculum and new technological advancements to meet our growth target. Our staff participates in monthly book studies that deal with topics such as classroom management, grade level expectations, student attendance, and grade level expectations.

Our leadership team ensures that student objectives are aligned with grade level expectations. This is done through formal, informal, and walk-through observations. They also make sure programs such as after school and before school tutoring are being utilized to the fullest.

The principal and his team build relationships with students and parents by having an open line of communication. They ensure our website, www.vjhs.net, is updated weekly so parents and students can keep up with the academics and curricula of our school. The principal ensures report cards are issued in a timely manner and that progress reports are sent home every three weeks by his staff. We have two parent nights each semester which allows parents and teachers to meet and discuss their children's academic progress. In the spring we also have night meetings to discuss things that we do to prepare our students for state testing; mock tests, LA pass on-line testing, writing and math workshops, and tutoring. Our team also encourages our staff to observe other teachers on campus to keep abreast of new and innovative methods used by others.

We feel that our leadership at Vidalia Junior High models its expectations for faculty and staff. The administration realizes that the school cannot be run from the office but by our leaders being visible and actively involved with teachers and students, the bottom line being improved student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: iLEAP

Edition/Publication Year: 2005-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	66	78	63	0	0
Mastery, Advanced	13	21	9	0	0
Number of students tested	133	131	133	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	62	58	58		
Mastery, Advanced	15	1	9		
Number of students tested	89	81	78		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	59	68	35		
Mastery, Advanced	7	15	0		
Number of students tested	29	34	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Beginning in the 2005-2006 school year, the iLEAP replaced the ITBS. The scores for 2003-2004 and 2004-2005 are not available in comparative data.

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: 2005-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	70	75	71	0	0
Mastery, Advanced	19	13	24	0	0
Number of students tested	133	131	133	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	63	73	62		
Mastery, Advanced	15	14	21		
Number of students tested	89	91	78		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	51	62	39		
Mastery, Advanced	3	12	4		
Number of students tested	29	34	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Beginning in the 2005-2006 school year, the iLEAP replaced the ITBS. The scores for 2003-2004 and 2004-2005 are not available in comparative data.

Subject: Mathematics

Grade: 7

Test: iLEAP

Edition/Publication Year: 2005-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	75	64	54	0	0
Mastery, Advanced	17	4	2	0	0
Number of students tested	127	135	134	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	73	58	48		
Mastery, Advanced	12	1	0		
Number of students tested	83	81	84		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	64	41	48		
Mastery, Advanced	8	0	0		
Number of students tested	36	29	44		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Beginning in the 2005-2006 school year, the iLEAP replaced the ITBS. The scores for 2003-2004 and 2004-2005 are not available in comparative data.

Subject: Reading

Grade: 7

Test: iLEAP

Edition/Publication Year: 2005-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	84	68	59	0	0
Mastery, Advanced	25	16	13	0	0
Number of students tested	127	135	134	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	80	56	54		
Mastery, Advanced	19	13	10		
Number of students tested	83	81	84		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	80	37	55		
Mastery, Advanced	11	3	7		
Number of students tested	36	29	44		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Beginning in the 2005-2006 school year, the iLEAP replaced the ITBS. The scores for 2003-2004 and 2004-2005 are not available in comparative data.

Subject: Mathematics

Grade: 8

Test: LEAP

Edition/Publication Year: 2003-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	65	58	60	53	58
Mastery, Advanced	5	5	10	7	9
Number of students tested	129	104	135	113	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	57	55	52	45	44
Mastery, Advanced	4	1	6	6	6
Number of students tested	77	70	85	76	55
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	26	49	32	22	30
Mastery, Advanced	0	0	6	3	4
Number of students tested	31	37	35	36	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8

Test: LEAP

Edition/Publication Year: 2003-2008

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, Advanced	67	71	62	58	54
Mastery, Advanced	20	9	12	16	11
Number of students tested	129	104	135	113	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, Advanced	56	62	58	47	39
Mastery, Advanced	17	6	12	13	6
Number of students tested	77	70	85	76	55
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, Advanced	38	59	34	36	26
Mastery, Advanced	0	0	3	3	4
Number of students tested	31	37	35	36	27
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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